



## Students' Perceptions on the Use of English as Medium of Instruction (EMI) in International Class

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### Abstract

The objective of this research is to investigate the students' perceptions on the use of English as a Medium of Instruction (EMI) at the International Class of Economic Development Study Program Faculty of Economics and Business of University of Bengkulu. This research used descriptive quantitative survey design. Questionnaire and interview were the instrument of the research. The questionnaire was distributed to all population of this research, which was 19 students. The sample of the interview was 5 students. The result of this research showed that most of the respondents were positive with the statements given. In perceiver dimension, positive responses were the highest consisting of 37.9% of students agreed and 26.3% of students strongly agreed. In target dimension, positive responses were the highest consisting of 48.1% of students agreed and 32.3% of students strongly agreed. Meanwhile, in situation dimension positive responses were also the highest percentage consisting of 44.7% of students agreed and 9.2% of students strongly agreed. In conclusion, the majority of the students are positive with the EMI program in their class either in terms of perceiver, target, and situation. However, more than half of the students were not confident in terms of communicating with English in learning process. Besides, the implementation was still partial in most courses.

Keywords : Economic Development Study Program, EMI program, Students' perception

### Introduction

The need for the English language is found to be crucial for the vast majority of Indonesian society. People in this modern era have to be able to follow the advance in technology, information, knowledge, and many other fields, otherwise, they will be left behind. Due to its functions, English has been extensively used in many countries at the moment. Crystal (2012) has

pointed out that today English is the leading international language. Given the importance of English, many institutions and companies require employees and would-be employees to possess a certain level of English proficiency. Many study programs, departments, faculties, and universities also offer international classes to help students develop their English proficiency. One such program is The International Class at The Faculty of Economic and Business of University of Bengkulu.

The use of English as a medium to deliver the material is well known as EMI. Baker (2011) argues that EMI is a model of bilingual teaching in which some of the curriculum content is taught in English, which is not students' first language. Dearden and Macaro (2016) define that EMI (English-medium instruction) is giving instruction in which English is not a commonly spoken language among learners. The application of EMI has been waged in some universities in Indonesia. There have been many private universities in some countries implementing EMI in their international classes (Simbolon, 2016). State universities that provide EMI programs are Gadjah Mada University, University of Indonesia, and Padjadjaran University (Gill & Kirkpatrick, 2013).

Hong (2003) has argued that perception is people's idea about things which they study or learn to know what their attitude is toward the use of something, to know whether or not those people agree with the way or thing they learn. Another expert also states that students' perceptions are the opinion or point of view of students regarding things that transpired during the process of teaching and learning in the classroom and represented in form of advice or suggestion for the teacher and other students to increase the quality of the process of teaching and learning (Shidu, 2003: 15). Leather (1992) has stated that perception is the process of cognitive of every human being used to comprehend or make an interpretation about their surrounding, meanwhile, Allport (1966) argues that perception is the way how someone evaluates or judges others.

Students' perception is crucial to be taken into account. It can contribute to the Faculty of Economic and Business to know what the students feel regarding the program. The students' perception can tell us the feeling of students, the situation during class, and students' expectations

toward the EMI program. Therefore, knowing students' perception can be one of the considerations for them to improve the program in many terms, such as selection of the members of the international class, training for English proficiency, the requirement at using English related activities during lectures, evaluation for the future EMI related policy, the treatments implemented during the program, learning aids and facilities, etc.

A study from Muttaqin and Ida (2015) from Brawijaya University Malang aims to look at attitudes of the students and the interaction between students and teachers at a university in Indonesia. This study reveals that both the students and the lecturers use English in the classroom when they are involved in activities. That being said, it is also prevalent to find code-mixing or code-switching during the interaction. Another study at the university level comes from Amelia, Mardiah, and Susannah from the Faculty of Teacher Training and Education, Jambi University. This study aims to describe students' perception in learning mathematics and science using English as a medium of instruction. The result of this study demonstrated that the EMI was implemented partially in some courses and fully in some other courses.

There are also some studies from the high school level. The first related study comes from Rahmadani (2016) from State Islamic Institute of Palangka Raya. This research aims to investigate students' perception of English as a Medium of Instruction (EMI) in the English classroom. The result of the study shows that most of the students agree of EMI dominantly applied by the English teacher in the teaching of English subject. It is perceived that English benefits students in studying English lesson. The other study at the high school level is from Sinaga (2018). This study aims to investigate students' perceptions of the English Day Program in speaking skill development. The results showed that students' motivation to master English speaking was very high, and they expected the English Day Program would help them develop English speaking skill. However, only slightly more a half of them were keen on joining the English Day Program because of its previous bad application.

The first difference of this research with related studies above is about the focus of perception that is researched. In this research, the writer focuses

on not only the perception of the students toward the language usage as a means of instruction in the process of teaching and learning but also their perception about their hope in using English in the future and the supporting condition around them in using English. The questionnaire will be constructed based on Robbin's (2003) three domains of perception: perceiver, target, and situation. Meanwhile, the previous research only saw the perception of students about the language usage as a means of instruction in the process of teaching and learning in the class, the interaction of students, and speaking development.

The second difference is from the subject that is being researched. This proposal focuses on the international student from international class in the Economic Development Study Program Faculty of Economic and Business of University of Bengkulu. Meanwhile, the previous research focused on non-international students in English department class, high scholars, math and science students.

It is important to know the perception of the students regarding the use of EMI. Whether or not the students who got selected to the international class in the Economic Development Study Program at the Faculty of Economics and Business of University of Bengkulu feel satisfied and comfortable with English as a medium of instruction. Given that they were only chosen based on the score of the English proficiency test and GPA. Therefore, the research aims to find out student's perceptions on using English as the medium of instruction at the International class of the Economic Development Study Program Faculty of Economics and Business of University of Bengkulu.

### **Research Methodology**

This research employed a descriptive quantitative design. Quantitative research is a type of research that explains phenomena by collecting numerical data that are analyzed using a mathematically based method. This descriptive quantitative used a survey research model. Toendan (2013) points out that the descriptive research is research involving the collection of the data to describe existing conditions.

The subject of the research was the students of the international class in the Faculty of Economics and Business of University of Bengkulu. The researcher chose the Economic Development Study Program University of Bengkulu. The students were at the eight-semester of international class with 20 students now. Meanwhile, the sample was used for the interview comprising 5 students.

The technique of collecting the data that was applied in this research were questionnaire and interview. The questionnaire was constructed based on 3 main domains from Robbin (2003) about people's perception which was adapted to the situation needed. The researcher made the questionnaire in the form of Google form to simplify the process of distributing as it is quite hard to meet one by one in this pandemic situation. Meanwhile, the interview was conducted through recorded phone call. To analyze the data from the questionnaire and interview, the researcher used the steps from Ary et al. (2010). The steps cover familiarizing and organizing, coding and reducing, and interpreting and representing.

The data were calculated by using the percentage technique formula as follow :

$$P = F : N \times 100\%$$

Note : P : the percentage of respondents' answer

F : frequency of the respondents

N : the total number of respondents

(Sudjiono, 2004)

Then, to see the interval range of the item, the researcher use formula as follow :

$$R = \frac{M - N}{K}$$

Note : R : score range

M : highest score of scale

N : lowest score of scale

K: total category of scale

(Sugiyono, 2013)

## **Finding & Discussion**

**Finding****Perceiver Dimension****Questionnaire result****Table 1** : Students' perceptions on EMI viewed from perceiver dimension

Statement	SD (1)		D (2)		U (3)		A (4)		SA (5)		Mean
	F	%	F	%	F	%	F	%	F	%	
1) I'm very enthusiastic about studying the economics in English	0	-	0	-	4	21.1	9	47.4	6	31.6	4.11
2) I enjoy discussing in English with my friends about economics related things	0	-	1	5.3	7	36.8	6	31.6	5	26.3	3.79
3) I'm interested in EMI at my classes in my study program	0	-	0	-	2	10.5	9	47.4	8	42.1	4.32
4) EMI makes me confident to speak English during my classes	0	-	3	15.8	10	52.6	4	21.1	2	10.5	3.26
5) I enjoy learning the lesson in my classes in English	0	-	0	-	7	36.8	8	42.1	4	21.1	3.84
Average	-	0	-	4.2	-	31.6	-	37.9	-	26.3	3.9

Positive responses dominated the result of the questionnaire that can be seen in item 1, item 2, item 3, and item 5. Item 1 ( $M = 4.11$ ) showed that 79% of students were positive with the statement "I am very enthusiastic about studying the economics in English". Item 2 ( $M = 3.79$ ) represented 57.9% of students who were positive with the statement "I enjoy discussing in English with their friends about economics-related things". The statement of item 3 ( $M = 4.32$ ) represented 89.5% of students were positive if they are interested in EMI at the classes in their study program. Meanwhile, the statement of item 5 ( $M = 3.84$ ) shows that 63.2% of students were positive if they enjoyed learning the lesson in their classes in English.

However, more than half of students chose uncertain in terms of their confidence in using English in their learning process. It was represented by the statement of item 4 ( $M = 3.26$ ) which represented 52.6% of students were

not that confident to speak English during their classes. Even 15.8% of students disagreed if they are confident to speak English during their classes.

### Interview result

The result of questionnaire is basically in line with the comments of some students taken from the interview session. Some students said that EMI program is positive for it brings benefit for them. Learning with English as medium of instruction will get them familiar with it as it is an international language that must be mastered currently. Besides, it enables them to get knowledge of economic field from the original source.

However, some of them also said that the program is quite challenging. The implementation is not fully implemented in the learning process especially in communication. One of them also said that it was initially quite difficult to catch up that they need to put extra work to understand the material in the class. One of the reasons is because they were chosen not only based on English proficiency but also GPA.

In regard to the use of EMI program, some students said that it is not fully implemented. Most lecturers used bilingual language to avoid misunderstanding but still required the students to make their tasks in English.

### Target Dimension

#### Questionnaire result

**Table 2 :** Students' perceptions on EMI viewed from target dimension

Statement	SD (1)		D (2)		U (3)		A (4)		SA (5)		Mean
	F	%	F	%	F	%	F	%	F	%	
1) I hope by mastering English I could continue studying abroad	0	-	0	-	2	10.5	6	31.6	11	57.9	4.47
2) I must master English to get a good job related to my study program	0	-	0	-	3	15.8	9	47.4	7	36.8	4.21
3) I wish by implementing EMI in my study program support my English skill	0	-	0	-	1	5.3	12	63.2	6	31.6	4.26
4) English support me to have better talk in my study with my	0	-	2	10.5	8	42.1	4	21.1	5	26.3	3.63

friends and lecturers during learning process in my classes											
5) I hope with EMI implementation I can increase my knowledge in economic field	0	-	1	5.3	3	10.5	10	52.6	6	31.6	4.26
6) I hope I can get wider access to new information related to my study with English	0	-	0	-	2	10.5	12	63.2	5	26.3	4.16
7) The EMI supports my activities to get knowledge in economics during my study	0	-	1	5.3	4	21.1	11	57.9	3	15.8	3.84
Average	-	0	-	3	-	16.5	-	48.1	-	32.3	4.2

The result on the table showed that most students gave their agreement to the statements. The positive items include item 1, item 2, item 3, item 5, item 6, and item 7. It was seen that 94.8% of students were positive with the statement "I wish by implementing EMI in my study program support my English skill" (item 3 M = 4.27) and the result showed that 89.5% of students were positive with the statement "I hope by mastering English I could continue studying abroad" (item 1 M = 4.47). Besides, Item 2 (M = 4.21) represents 84.2% of students were positive if they must master English to get a good job related to their study program. In addition, 89.5% of students were positive with the statement "I hope to get wider access to new information related to my study with English" (item 6 M = 4.16) and 84.2% of students were positive with the statement "I hope with EMI implementation I can also increase my knowledge in economic field" (item 5 M = 4.26). Furthermore, 73.7% of students were positive if EMI supports their activities to get knowledge in economics during their study (item 7 M = 3.84).

However, 42.1% of students chose uncertain and 10.5% of students disagreed with the statement "English support me to have better talk in my study with my friends and lecturers during the learning process in my classes (item 4 M = 3.63)." It is more than students who agreed and strongly agreed which is in total 21.1% and 26.3% of students.



### Interview result

As presented in the result of the questionnaire above, some students gave positive responses as well in the interview session. Most students said with good English proficiency they hope to be able to communicate well in English. In addition, they argued that English ability will be useful to get a better job in the future. Besides, mastering English can benefit them in continuing their education abroad.

The students also hope that the study program can maximize the facility and implementation of EMI in their study program. Most of them stated to add more learning resources in the faculty's library, to invite international lecturers, and to implement English more in the lectures.

### Situation Dimension

#### Questionnaire result

**Table 3 :** Students' perceptions on EMI viewed from situation dimension

Statement	SD (1)		D (2)		U (3)		A (4)		SA (5)		Mean
	F	%	F	%	F	%	F	%	F	%	
1) The EMI runs in every lecture / course	0	-	7	36.8	7	36.8	5	26.3	0	-	2.89
2) My lecturers speak English in my classes to teach the course	0	-	2	10.5	3	15.8	13	68.4	1	5.3	3.68
3) My lecturers speak English clearly enough in my classes to teach the subject	0	-	0	-	5	26.3	11	57.9	3	15.8	3.89
4) I can understand the materials in my class delivered by the lecturers in English	0	-	0	-	9	47.4	9	47.4	1	5.3	3.58
5) My friends speak English in my classes during learning process	0	-	3	15.8	12	63.2	2	10.5	2	10.5	3.16
6) I actively speak English during my classes to interact with lecturer and	0	-	3	15.8	10	52.5	5	26.3	1	5.3	3.21

friends											
7) The sources to study in my study program are available in English (such as books, audio books, journals, etc)	0	-	0	-	3	15.8	11	57.9	5	26.3	4.11
8) I can understand the resources of learning in my classes written in English	0	-	0	-	6	31.6	12	63.2	1	5.3	3.74
Average	-	0	-	9.9	-	36.2	-	44.7	-	9.2	3.5

73.7% of students were positive if their lecturers speak English in their classes to teach the course (item 2  $M = 3.68$ ) and 73.7% of students were positive if their lecturers speak English clearly enough in their classes to teach the subject (item 3  $M = 3.89$ ). Besides 52.7% of students were positive if they can understand the materials in their class delivered by the lecturers in English (item 4  $M = 3.58$ ). Meanwhile, in terms of English sources, 84.2% of students were positive if the sources to study in their study program are available in English (such as books, audiobooks, journals, etc) (item 7  $M = 4.11$ ) and 68.5% of students were positive if they understand the resources of learning in their classes written in English (item 8  $M = 3.74$ ).

However, the result for the statement "the EMI runs in every lecture/course" showed that 36.8% of students chose uncertain, 36.8% of students chose disagree, and only about 26.3% of students agreed with the statement (item 1  $M = 2.89$ ). Meanwhile, 52.5% of students were uncertain if they actively speak English during their classes to interact with lecturer and friends (item 6  $M = 3.21$ ) and 63.2% of students were also uncertain if their friends speak English in the classes during the learning process (item 5  $M = 3.16$ ).

### Interview result

The result of the interview session showed the same answer as the questionnaire. The use of English has been implemented by their lecturers. They argued that some lecturers from their study program graduated from abroad and most of them have good English proficiency. Even though

some of them are not eloquent in communication, they still used English passively by teaching in Indonesian from English learning sources, such as book and PowerPoint. Besides, the students also could keep up with what the lecturers said in English despite some struggles that they had, especially in vocabulary. However, not all lecturers used English in communication in the class. Some lecturers coming from out of their faculty who teach non-economics subjects such as *Bahasa Indonesia* and *PPKN* used Indonesian to teach in the class.

Furthermore, the students said that the use of EMI in the class was still partial, either for the lecturers or students. Most lecturers used bilingual language in the class between Indonesian and English. Some lecturers did not use English fully in teaching the material but still encouraged the students to use English by referring to English learning resource and making the tasks in English.

The students stated that they got most material from their lecturers. The lecturers shared the powerpoint about the topic being taught to the students. Besides, the lecturers also gave recommendations for further reading or shared the books owned by the lecturers. However, the students also searched their own sources through the internet.

## **Discussion**

The result of the questionnaire regarding students' perceptions on EMI viewed from perceiver, target, and situation dimension indicates that the students mostly gave positive responses about the program. Most of them are enthusiastic and interested in the implementation of EMI in their class. They also enjoy discussing and learning about economic-related things during the learning process. This good response viewed from perceiver dimension is compatible with the result of target and situation dimension in which students also responded positively. The students mostly agreed that having English ability will benefit them a lot in the future, such as continuing studying abroad and getting job related to their study.

The result is supported by Dickson (1996) who proposes that the role of applying the target language in the teaching and learning process is crucial as it will provide exposure for learners, better comprehensible input, and

modeling in regarding the English language. It is compatible with the conclusion of research from Setyowati (2019) stating that English environment can influence students' English proficiency to be better. Furthermore, it is also supported by Amon (2001) who argues that the fact that the majority of the information in scientific, technological, and academic fields is stored in electronic systems and is in English.

Furthermore, the students also argued that the majority of lecturers have implemented EMI in the classes and the materials delivered in English are quite understandable. The lecturers also encourage the students to use English even though it is not 100% implemented especially in communication. In addition, the students still can gain the sources of material and understand the sources written in English because the lecturers shared the material in PowerPoint and suggested some further reading for the students that help them to get learning sources in English.

However, the students still doubt when it comes to confidence. Most of the students are not sure if using English as a medium of instruction can make them confident to communicate in the class. It is actually compatible with Idris (2014) who states that English is only a special foreign language usually taught as a subject in schools. It indicates that most people only learn English as a subject and do not use it that much on daily basis. However, the students also hope that the implementation of EMI is increased in the learning process and the support systems are improved, such as books in the faculty's library and having foreign lecturers in the class. It also indicates that the students are glad about the program and they want the implementation to be maximized which is in line with the result of perceiver and target dimension.

Besides, despite being used in most classes, there were some classes that still use Indonesian in their learning process. The result shows that most students doubt and disagree if the program is implemented in every lecture or course. It is in line with the result of interview saying that some lecturers used Indonesian and bilingual language in delivering material. But, they added that the sources and tasks are still made in English.

The finding of this research is also comparatively in line with previous studies in terms of students' interest in the implementation of EMI and the advantages gained by them in the learning process such as from Sinaga (2018) Muttaqin and Ida (2015), Setyowati (2019), and Rahmadani (2016). The result of this research has something in common with previous related research in terms of using English in the class. Not all lecturers implement EMI and some of them use bilingual language in the class. It is supported by the result of previous research by Muttaqin and Ida (2015), Artini (2013), Also research from Amelia, Mardiah, and Susanah

Furthermore, some differences that can be seen from this research as compared to related previous research. The first comparison is with a study from Muttaqin and Ida (2015) and the second study is from Amelia, Mardiah, and Susanah. The difference is in the method used to get the result in which the two previous studies applied observation meanwhile this research showed the finding based on survey method.

### **Conclusion & Suggestion**

Based on the result of the questionnaire and interview, most students gave good responses regarding the implementation of EMI in their study program. The students are enthusiastic and interested in studying economics in English. In addition, they can enjoy learning the lessons and discussing with their friends in English. The program is seen as beneficial for most students. Furthermore, it is also supported by good situation such as lecturers who have good English proficiency and learning sources from lecturers

However, most students argued that they are still not confident when it comes to communicating in English. Some students also found it difficult as they need to face new vocabularies that they have not heard before. Furthermore, the EMI program has not been 100% used in their classes, Some lecturers still used bilingual language in teaching the materials.

It is expected that this research can be a reference for Economic Development Study Program to improve the quality of the program. The faculty can implement better preparation to conduct better quality of EMI, especially in the weaknesses that still happen, such as speaking or communicating orally in the class.

It is suggested for researchers with related studies to continue the flaws of this research by adding more statements or questions in the interview session. They can also conduct research that is focused on the improvement needed by the study program. Furthermore, other future researchers can try to implement more data collection techniques, not only through interview and questionnaire but also through observation and other ways.

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